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# **Bamburgh School Prospectus**

## **Welcome to Bamburgh School**

### **Our Mission Statement**

**“Raising achievement to inspire independence”**

Bamburgh School is a 3-16 generic special school serving pupils in South Tyneside with a wide range of educational needs and disabilities. Both our age range (EY to KS4) and our remit is extremely broad. Our pupils special needs cover a broad spectrum of medical, physical, social, emotional and moderate learning difficulties.

The overall aim of the school is to allow each pupil to develop his/her full potential, not only academically, but as independent citizens, in a positive, caring and supportive environment.

Our commitment to both meeting needs and measuring progress holistically is reflected in the school mission statement above. In addition, our ethos ACME (Aspiration Commitment, Manners and Enjoyment) is recognised and embraced throughout the whole school.

The school ethos is demonstrated through our:

- commitment to value and support every individual;
- encouragement of mutual respect and caring for others;
- discouragement of anti-social behaviour, in all its forms;
- promotion of respect for the fabric and structure of the school, as a place where we can all enjoy to learn.

Creative, challenging and imaginative lessons are at the heart of what we strive to deliver. The provision of a school environment which allows academic achievement and independence to flourish is an important part of our curriculum offer.

Our whole school approach to behaviour for learning is very successful in maintaining a caring, respectful atmosphere where effective teaching and learning can take place.

## Governors

Chairperson	Mrs J Osborne
Vice-Chairperson	Mrs K Crewes
Head Teacher	Mr P Nord
Teacher	Mr C Bingham
Non-teaching staff	Mrs D Taylor
Parent Governors	Mr. I. Crutwell Mrs. S. Smith
Co-opted Governors	Mrs. L Turnbull
Executive member	Mrs K Nichol
Other LEA representatives	Mr M Swales Councillor L Proudlock

## Staff

Head Teacher	Mr P Nord
Deputy Head Teacher	Mrs K Nichol Mrs C Sharp
Senior Teachers	Mrs J Whittle-Richens
Primary Lead	Mrs S Burgess
Teaching and Learning Leaders	Mrs S Hope Miss P Halfpenny Dr V Taylor Mrs C Sharp Mrs K Nichol
Teachers	Mrs S Burgess – EYFS Miss S Johnson - Yr1/2 Mrs J Lakin - Birch Miss C Trotter - Yr3/4 Mr D Waters - Yr3 Mrs S Hope - Yr4 Mr A More - Yr5/6 Miss C Henderson - Yr/6 Mr C Bingham - Yr 10 Nurture Mr D Scott - Maths/Science Mrs J Whittle-Richens - Maths/Science Mrs M Robertson – English Mrs K Nichol – English Mrs L Liddell – English Mr C Agar - English Mr J Wells – Humanities Mrs P Halfpenny - Music, Maths Dr V Taylor - Science / ASDAN Mrs McDowell - Lifeskills/Pastoral/Art Mrs A McCauley - ICT Mrs J Clark - DT/Art Mrs C Sharp - Art Mrs Z Doyle – PE

Education Practitioners	Miss K Diamond Miss A Richards Mrs L Bulmer Mrs A Halliday Mrs L Erskine Mrs S Jenson Mrs J West Mrs L Wheeler Mrs D Taylor Miss L Kelly Mrs D Lally Mrs A Rainbow Miss N Lascelles Mrs A Spedding Mrs J Gough Mrs J Marshall Miss S Sutherland
Teaching Assistants	Mr B Marshall Mrs J Hoque Ms C Rounthwaite Ms K Winlow Mrs J Acar Mrs C Jackson Mrs S Ahmed Mrs L Wright Mrs J Elliot Mrs L Burnicle Miss C Suggitt Mrs L Bray Ms M Luther Ms J Whale Miss E Kirton
Nurses:	Mrs A Panter
Physiotherapist:	Mrs S Shiel
Physiotherapy Helper	Mrs E. Walton
Occupational Therapists	No Named Person
Speech Therapists	Mrs C Hegarty

Business Manager	Mrs L Rieves
Administration:	Mrs S Robson Mrs L Finn
Admin/Annual Review Clerk:	Mrs J Trotter
Technician:	Mr M Lane
Site Manager:	Mr C Cunningham
Caretaker:	Mr T Cheshire

## Admissions Policy

Pupils are admitted to Bamburgh School following an assessment of needs by the Local Education Authority and in consultation with the Head Teacher and the Governing Body. Arrangements are made by the Children & Young People Directorate of the Local Authority. All pupils will have a full Statement of Special Educational Needs which identifies their needs, an appropriate school placement and related information.

Statements are currently in the process of transferring to the new Education, Health and Care plans. This is a gradual process with an aim for all statements to be transferred to the new documents by Summer term 2017. Pupils at the transition stage, Yr 6 and Yr 11 are currently being prioritised for transfer to the new plans, to be followed by Yr 9 in January 2015

### **In the academic year 2014/2015 there are 16 classes:**

Primary Department	EYFS	Birch
	Year 1/2	Juniper
	Year 3	Willow
	Year 3/4	Tulip
	Year 4	Holly
	Year5	Mulberry
	Year6	Hawthorn
Senior Department		7CA
		7PH
		8VT
		8AM
		9LL
		10CB
		10JW
		10ZD
		11JC/AMc
		11MR

## **Transport**

Pupils are brought to school daily by transport organised by the local authority, by parents/carers or by independent travel. Any queries on transport are dealt with by Helen Hutchinson - Telephone number 0191 4247189.

- Please remember always to have your child ready for the transport
- Please tell your child to wear a seat belt at all times
- Please do not allow your child to eat or drink in the bus or taxi

Our pupils in the Secondary Department will be given the opportunity to participate in the Independent Travel Scheme. Each child who enters the scheme is given the support/guidance from one of our advisors, who will travel with the child until they are competent and confident enough to travel on their own.

The school day operates from 9.05 am - 12.25 pm and from 1.10 pm - 3.00 pm.

## **Extra Curricula Activities**

Pupils will have the opportunity to access a range of After School Clubs at a cost of £1.50 per session (cost may vary). Transport for after clubs is not provided. It is expected that all pupils are collected or they will travel home independently.

## **Health**

The school has its own School Nurse. They attend to the needs of the pupils and are available if parents wish to consult them at any time. Nurse Panter will support staff in making a decision about whether a child needs to go home due to illness.

The Nurses will carry out routine medical procedures for specific pupils in school, as requested by parents. They are also able to liaise with other agencies if required. Health screening and immunisations are ongoing in relevant year groups.

Notice of hospital, doctor or dental visits needs to be given to the class teacher prior to the day of the appointment. Senior pupils are responsible themselves for doing this.

Nurse is available to assist your child with any emotional needs, or lifestyle issues.

Any medication to be administered by a nurse in school must be authorised in writing by parents and sent into school when required. The medication must be clearly labeled with name, dosage etc.

Dr Ghazavi, Community Paediatrician holds monthly clinics in School and if parents wish to see Dr Ghazavi, Nurse Panter will make an appointment and inform parents of the time and the date.

In accordance with the School policy on Child Protection, all staff at the school have a responsibility to report any concerns about any child's physical or emotional well-being. Confidential information must be shared with the Head or Deputy Headteachers. In some cases it could be necessary to refer cases to other investigative agencies.

## **Physiotherapy Department**

Physiotherapy at Bamburgh School can be provided for any child with an appropriate referral from the School Nurse, GP or Consultant. Our philosophy is that we consider the overall needs of the child both at home and school. Following initial assessment with problems identified, an integrated therapy plan is drawn up with specific targets incorporated into the child's individual targets and everyday routine.

A physiotherapy timetable is made for school term time and appointments may be arranged during school holidays for home visits, community hospital clinics or at school holiday clubs.

There is a close working relationship between teaching and physiotherapy staff and the holistic approach involves other medical, social and educational professionals. Physiotherapy also involves equipment recommendation in particular seating and standing in the classroom which aids mobility. Emphasis is placed on promoting the child's functional independence, confidence and self-esteem.

Facilities include a well-equipped physiotherapy room with electric plinths and over-head ceiling track hoist. There is also access to a soft play area, large hall and when indicated hydrotherapy, again with hoisting facilities and floor level access pool.

Within school there is a weekly Orthotic Clinic and regular Wheelchair Clinics.

## **Occupational Therapy**

An Occupational Therapist may also visit school when necessary to offer specific programmes of treatment to children and give advice to school staff.

## **Speech and Language Therapy**

Speech and Language Therapists visit school on a regular basis. In addition we have two trained teaching assistants who are offering additional Speech and Language support to individual pupils on a weekly basis.

## **Behaviour and Discipline**

All pupils are expected to behave in a sensible and responsible manner. We hope to foster an attitude of care and consideration. There are few school rules and those that do exist are for the safety of everyone. We do have a No Physical Contact Policy, to protect all pupils but particularly our more vulnerable children. The following is an extract from the Bamburgh School Diary (Code of Conduct):

"Good Behaviour and Self Discipline must be an integral part of school life. Bamburgh School pupils must be considerate, courteous and should relate well to each other and to adults. Pupils should take responsibility for their own actions and develop self-esteem and self-discipline. They should exhibit good habits of work and behaviour."

There is a merit award system rewarding all positive behaviour, attitudes and achievements. All awards are regularly recognised in achievement assemblies. Rewards exist in the form of extended break time, certificates, pens and gift tokens. Each child will also receive a bookmark every term with specific targets linked to English, Maths and PSHCE, every child who achieves all of their targets will receive £5.00.

Behaviour in Bamburgh School is generally of a high standard and negative behaviour will not be tolerated. We now have a behaviour policy, in the form of a traffic light system, which is in place and recognised throughout school. Sanctions will take the form of detention, the "On Report" System, letters to parents, forfeiture of privileges such as breaks and school visits, and verbal reprimands. Major instances of anti-social behaviour will be brought to the attention of parents. Records are kept in the pupil files in the form of major incident reports.

The Code of Conduct hopes to provide a safe, calm and caring environment which involves consistency, clear expectations and equal regard of all pupils. It is expected that pupils of Bamburgh School should be caring and co-operative towards all members of the school community.

## **Social Networking Sites**

Many issues are brought into school as a result of pupils communicating through various social sites such as Facebook and Games Stations. We ask that parents are vigilant and monitor their child's activity on such sites, any serious incidents brought to our attention are dealt with by the Head Teacher and meetings with parents are arranged. Our main focus is ensuring the safety and welfare of all our pupils.

## **Attendance**

The government has passed legislation concerning school attendance. We must now consider all absences from school as unauthorised until we receive a telephone call or letter stating the reason for the absence, which will then make it an authorised absence. All absences are recorded in the class registers and the number of unauthorised absence are monitored on a fortnightly basis. Parents of pupils whose attendance falls below the 90% bench mark will receive a letter. Should attendance continue to drop, this could result in a visit from an SMT or an LA representative.

We also need to know if your child has an infectious illness, as this is important for the welfare of other children in the school.

Holidays will not be granted during term time, unless extenuating circumstances are stated in the application. If school does not approve the holiday, this will result in a fine issued by the LA. School has very strict regulations to follow regarding term time holidays.

The dates of school holidays for the current academic year are published in each pupil's School Diary.

## Recording, Reporting and Assessment

Most pupils in Bamburgh School have a Statement of Special Educational Needs, or an Education Health and Care Plan, which are reviewed annually. These plans included assessment and comments from teachers, medical officers, psychologists pupil and parents. When complete, the plan/assessment is sent to parents. The purpose of the Annual Review is to ascertain whether all Special Educational Needs are being met. Transitional reviews take place at the end of year 6 and at 14+ years.

EHC's, Statements and Annual Reviews are administered by senior members of staff.

Teachers provide and review both academic and non-academic targets with due regard for the Code of Practice for Special Educational Needs.

In the last week before the October half term, we invite parents of Yr 7 and all new pupils into school to discuss transition.

Primary Parents' Consultation Evenings will take place in December and June. Primary reports will be sent out prior to the June meeting.

Secondary Parents' Consultation Evenings take place at different times for each year group, from January to July. You will receive your child's whole school report prior to the consultation.

Yr 7 and New pupils	October	Meet the Form Tutor
Yr 11	February	
Yr 10	April	
Yr 9	March	
Yr 8	June	
Yr 7	July	

All documentation is made available to parents on request. Those pupils who are able to do so are encouraged to contribute to their own records, particularly via Progress File.

School fulfils its obligation to Statutory Assessment i.e. SATS at Key Stage 2 in Yr 6.

At Key Stage 3 baseline testing provides a nationally standardised set of data by which pupil academic progress is monitored.

## Homework

The staff feel that a desire to work at home must be instilled into the pupils from an early age. They must learn to balance time at home between family, recreation and homework. We hope that parents will support their children with their homework.

The government issued guidelines relating to children's homework in November 1998. Bamburgh School has a homework Policy Statement in place since 1991. This policy is revised regularly.

Both the government's views and ours are very similar, and our staff have spent some time recently "matching" the two documents together.

In brief the government and the School think that:

The Purpose of Homework is to:

Consolidate and reinforce skills and understanding.

Extend school learning.

Encourage pupils to develop self-discipline to study on their own and become independent learners.

Types of Homework

- Research
- Reading/Being read to
- Collecting data
- Practical tasks
- Tasks set by a teacher
- Completion of classwork
- Discussions with family and friends

Parental Support must include:

Provide a reasonably peaceful and suitable place to do homework.

Make it clear to the pupils that you value homework

Encourage and praise them for completing their homework.

Help them when they need guidance but do not do their homework for them!

Make sure they meet homework deadlines

Recommended Time Allocation

Nursery and Infant Pupils	-	at least 1 hour per week
Lower Junior Pupils	-	at least 1.5 hours per week
Upper Junior Pupils	-	at least 30 minutes per day
Yr 7/8	-	45-90 minutes per day
Yr 9	-	1-2 hours per day
Yr 10/11	-	45-90 minutes per day
Yr 10/11 (GCSE)	-	1.5-2.5 hours per day

Primary pupils have a Home-School Diary which is used for communication between the parents and the class teacher, and which contains details of homework tasks set.

Senior pupils have a homework timetable recorded in their School Diary which is expected to be strictly followed. The diary is used daily to make a note of homework tasks set and the dates they are due in. Both Parents and Form Tutors should sign the diary at the end of each week's entries.

We do log and monitor pupils who regularly forget homework. If pupils in Key Stage 3 have their name entered into the log book 6 times, this will result in an after school detention. Key Stage 4 pupils will receive an immediate after school detention on the evening following the day the homework was due, letters are sent home and parents are notified. We believe at GCSE level all homework is a vital contribution to the development of their coursework/learning.

Exceptional effort will be rewarded.

## **School Meals**

School meals are provided for all pupils and are prepared and cooked in our own kitchen. There is a choice of at least four main courses and four desserts. The menus vary and all tastes are catered for, including vegetarian. Children who need special diets are also catered for and these can be arranged by the Nurse. The School is a holder of the FEAST Award (Food Education Action in South Tyneside).

The children have their lunch in the Dining Hall and are cared for by supervisory assistants who receive training in looking after our children.

The price of school meals is in line with those in mainstream schools. This is payable on a weekly basis, preferably on a Monday, to the School Secretary. Currently the price per day is £2.10 Refunds are given if a child is ill and misses a lunch. School milk costs £9.10 per term if pupils wish to have it.

Parents wishing to enquire about eligibility for free school meals should contact the school secretary Mrs Robson who will provide the appropriate forms, documentation will be needed to support your application.

If it is preferred, children may bring a packed lunch to school. A decision must be made on a half termly basis between a school meal and a packed lunch. It is not possible to change in the middle of a term. This is for administrative reasons. Packed lunches are eaten in the Life Skills Room, where pupils are supervised by a nursery nurse. Pupils are encouraged to bring healthy options in their packed lunches.

After lunch, the children have a short period of recreation, where they play games outside or take part in numerous activities indoors. These include dance club, football club and ICT club. Clubs usually run for one term and children register their interest with the member of staff concerned.

## **Dress Code**

### **Primary Pupils**

- Royal blue sweatshirt with the School logo.
- Royal blue cardigan with the School logo.
- White Polo Shirt with School logo.
- Black/Grey trousers/skirt
- Black shoe/trainers, no bright logos or coloured soles and laces must be black

### **Secondary Pupils**

- Boy's black/Grey trousers
- Girl's black/Grey skirt or dress trousers.
- White polo shirt with School logo.
- Girl's white blouse.
- Boy's white shirt.
- Black v neck jumper/ sweatshirt with School logo.
- Black shoe/trainers, no bright logos or coloured soles and must be black laces.

### **PE Kit - All pupils**

- White T-shirt
- Black Shorts/Tracksuit bottoms.
- Trainers – must be different to the trainers worn with School Uniform

No Logos other than the school badge are allowed.

Sweatshirts and Polo shirts can be ordered from School and order slips are available from the School Secretary at any time. Money needs to be paid in advance. All other items are widely available from local stores/supermarkets.

## **Jewellery etc.**

In the interests of safety, we ask that the only items of jewellery to be worn at School are a watch and one ring.

Should any pupil have pierced ears, then only ear studs may be worn and only one stud in each ear lobe.

Body piercing is a health and safety risk and is unacceptable for pupils at Bamburgh School.

Tattoos are inappropriate to the ethos of our school and are not allowed.

Hairstyles should be smart and appropriate to school dress. Cult hairstyles of any kind are not allowed.

Nail varnish and excessive make-up are not to be worn.

Low heeled shoes should be worn.

**Personal Possessions**

Pupils are not allowed to bring valuable items, especially mobile phones, into school. All phones should be handed into the reception staff at the start of the school day. The telephone in the school office is available in case of emergencies.

**Staff Dress Code**

Teaching and Support Staff at Bamburgh are expected to dress in a way which both reflects their professional standing as Teachers/Educational Practitioners and suits the work that they are required to do.

## **Fundraising and Support**

We have our own School fund which is used to buy a wide variety of equipment to improve the facilities and opportunities for our pupils. It helps to contribute towards school outings, holidays and various activities at Christmas. It also contributed to our Variety Club of Great Britain School Minibus, which is used extensively.

The School Fund is supported by donations from many organisations and individuals, sponsored and social events, sale of School Christmas cards etc.

Over the years many parents have helped to raise money for us, by a variety of methods including: Sponsored swims, slims, parachute jumps, Lyke Wake Walk, Great North Run, rowing across the Tyne, Army Assault Course and also raffles, horse race nights and music evenings.

We are extremely grateful for the tremendous support the School receives from so many people.

In this current climate whereby the funding is no longer readily available and several of our funding schemes no longer exist, we are continually looking to apply for funding/grants through different organisations such as Sports England, Awards for All, Health Lottery, Happy Days etc. We work closely with external agencies to help us to achieve this.

## **Curriculum**

Staff at Bamburgh School use a large variety of teaching styles, resources and organisational strategies, dependent upon the ages and abilities of the children being taught.

Pupils with a range of difficulties are supported in the classroom by a modified and differentiated curriculum. In certain subjects there is additional support available according to the needs of the pupils.

## **British Values**

Bamburgh School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Bamburgh School is dedicated to preparing pupils for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy. Bamburgh School recognises that the values listed are not only British, but also represent basic human values which apply irrespective of national identity. The Bamburgh Motto (Aspiration – Commitment – Manners – Enjoyment) is one way in which we promote these values in school.

The five values are:

Democracy  
The rule of law  
Individual liberty  
Mutual respect  
Tolerance of those of different faiths and beliefs

The school uses strategies within the National Curriculum and beyond to secure such outcomes for pupils. The examples that follow show some of the many ways Bamburgh School seeks to embed British values.

### **Democracy**

The principle of democracy is consistently being reinforced at Bamburgh School, with democracy processes being used for important decisions within the school community. For instance, elections are held for Head Boy and Girl, Prefects positions and Pupil Council members. The principle of democracy is also explored in the History and Religious Studies curriculum, as well as in form time and assemblies.

### **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Bamburgh School.

Pupils are taught the rules and expectations of the school which are highlighted in the Positive Behaviour Policy and in pupil expectations. Pupils are taught the value and the reasons behind laws which govern and protect us, the responsibilities that are involved and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

### **Individual liberty**

At Bamburgh School, pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at Bamburgh School aim to provide an empowering education. Boundaries allow pupils to make informed choices within a safe environment.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and form class work.

Bamburgh has a robust anti-bullying culture and has in place a comprehensive Positive Behaviour Policy.

### **Mutual respect**

Respect is a strong part of Bamburgh School and is part of its Mission Statement & Values. Pupils learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through our teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for pupils to express their views in a safe environment. Bamburgh's ethos is centred around aspiration, commitment, manners and enjoyment, so that the thoughts and answers of all are respected.

### **Tolerance of those of different faiths and beliefs**

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Pupils benefit from the experience of being involved with visitors from many different walks of life, including guests from other continents and cultures. Additionally, pupils are actively encouraged to share their faith and beliefs within the school, and to celebrate festivities throughout the calendar year. The Religious Studies curriculum, which is compulsory for all pupils up to the end of KS4, provides a broad and balanced education about a range of faiths, religions and cultures.

Bamburgh School is working toward accreditation for the International Schools Award – Intermediate, and works in partnerships with schools overseas to teach pupils about life in other countries and develop them as global citizens

Bamburgh School strives endlessly to ensure that its pupils leave with the strongest foundation of values upon which to build a successful life and make a successful contribution to our Society.

## **Primary Department**

The Primary Department consists of pupils from Nursery through to Year 6.

All pupils are encouraged to be proud of their achievements and to look to themselves as important members of the class, school and the wider global community to which we all belong.

The abilities of our children are varied, ranging from children with MLD to those with mainstream abilities.

### **Birch Class**

Our aim in Birch Class is to provide a creative and stimulating environment, building upon the natural curiosity and imagination of our children, by offering them a variety of experiences of learning through play.

We believe that a smooth transition from home to school is essential for the well-being of young children. In partnership with parents, we encourage children to be as independent as their situation will allow. They are positively encouraged to make their own decisions, to observe and help plan their own curriculum.

The development of each child is promoted by a wide variety of resources both inside and outside. They are expected to work as individuals, in pairs and small groups, encouraging, sharing and cooperative skills. Their physical development benefits from access to excellent soft play facilities, swimming and outdoor areas.

The learning of the children meets the aims and principles of the Early Years Foundation.

- . A Unique Child
- . Positive Relationships
- . Enabling Environments
- . Learning and Development.

### **Key Stage 1**

Key Stage 1 continues with structured learning, encouraging each child to work at their own individual level, whilst meeting all of the aims of the foundation stage (as above).

Children are taught the National Curriculum subjects, in a variety of ways.

In the Foundation Stage and Infant Department all the children have learning targets which are reviewed termly and are available pupils and parents to see, as well as other professionals, e.g. Speech Therapists, Occupational Therapists, Physiotherapists and School Nurses, who also contribute to the targets when appropriate.

Parents are invited into school twice a year to see their children's work and talk to the staff. All pupils have a school diary, which has information about school, pages for merits and an area for messages between home and school.

Some children are taken out of the classroom for Physiotherapy, Occupational Therapy and Speech Therapy, so our approach to work must be flexible in order to accommodate this. We work alongside the therapists, following their advice and implementing activities in the classroom.

Independence is positively encouraged in all areas of the curriculum, to enhance the children's physical, social and intellectual development. We have a merit reward system where children are rewarded for positive behaviour and effort.

### **Key Stage Two**

Children in the Primary Department at Key Stage Two follow a modified mainstream curriculum, building on and strengthening the foundations laid at Key Stage One. All National Curriculum Subjects are followed at a level appropriate to each individual child. Children are encouraged to develop and progress at their own rate and National Curriculum Programmes of Study as well as topic-based work which encompasses the varying abilities within each year group.

Emphasis is placed on the National Curriculum subjects of English, Maths and Science. Throughout Key Stage Two there is a varying degree of input from specialist teachers according to the specific requirements of the National Curriculum, the pupils themselves and the availability of staff. Similarly pupils can take advantage of excellent facilities available in the Senior Department, such as the Science laboratory, technology, and computer equipment.

When appropriate, subject areas will be linked using a cross-curricular approach to promote continuity of learning. Each subject is supported with a curriculum overview policy.

Children's independence is encouraged at all times and promoted through the creative, expressive and physical activities of Music, Art and Physical Education.

Pupils can access both lunch and after school clubs which are mainly physical activities.

Throughout the Primary Department, the development of the whole child, including spiritual and moral, will be encouraged.

We have equality of opportunity according to race and genders. Children will be taught to be caring and sensitive to the needs of others and maintain a positive attitude towards them.

For further information please refer to our school policy statements.

## Senior Department

Pupils in the Senior Department are taught by specialist subject teachers and offered a similar range of subjects as mainstream school; these often lead onto external examinations.

At Bamburgh School we currently enter pupils for the following external qualifications:

GCSE English Language	GCSE French	BTEC Home Cooking Skills Level 1
GCSE English Literature	GCSE Design Technology	BTEC Home Cooking Skills Level 2
AQA Certificate in English Language	Functional Skills Maths Level 1/Level 2	Entry Level French
AQA Certificate in English Literature	Entry Level Maths & Entry Level Functional Maths	ASDAN Short course Beliefs and Values
GCSE Maths	IT USERS (ITQ) Level 1	NCFE Award in Music Technology
GCSE Art	IT USERS (ITQ) Level 2	
GCSE Humanities	ASDAN CoPE	
GCSE Science	ASDAN short Course History	
AQA Certificate in Dual Award Science	ASDAN Short course Geography	

### Destinations for leavers from Bamburgh School

6<sup>th</sup> Form

Further Education e.g. South Tyneside College

Training

Work Placements

Employment

## English

In line with current DFE guidelines, our English syllabus places emphasis on the acquisition of relevant skills in the areas of Speaking and Listening, Reading and Writing (including Spelling and Handwriting).

Our pupils are encouraged to acquire Speaking and Listening skills as part of their involvement across the curriculum. However assessment takes place within English lessons.

The acquisition of Reading skills and an appreciation of books is regarded as extremely important. Pupils are encouraged to read for pleasure as well as for information and extra help is given to those who have difficulties in this area.

Library facilities are available for all pupils in School and they are also encouraged to use the facilities provided by the Public Library Service.

Writing is vital for our pupils' involvement in all areas of the curriculum and appropriate emphasis is, therefore, placed on the acquisition of the necessary skills. Pupils are encouraged to write in a variety of styles, to pay attention to appropriate punctuation and spelling, and to take care over the appearance of their work. ICT facilities are available to all pupils and they are encouraged to enhance their presentation skills by using word processing and desktop publishing techniques.

An appreciation of literature is also considered to be very important. Opportunities are provided across all year groups to study a wide range of literature in the form of prose, poetry and drama. At Key Stage Three one Shakespeare text is encountered each year.

At Key Stage Four pupils' achievements are assessed either by the English Language and English Literature GCSEs and Certificates (IGCSEs) offered by AQA, or by Entry Level English qualifications.

Assessment in Key Stage Three English adheres to the principles of Assessing Pupil Progress. Information relating to progress and achievement can be found in the pupils' files or workbooks and pupils are encouraged to review their own progress and set personal targets via our Target Bookmark system.

## **Mathematics**

Mathematics is a core subject in the National Curriculum, and all pupils follow a course in it. The overall aim is to develop in the pupils a positive attitude towards Mathematics, and an awareness of its power to communicate and to explain. Mathematics is a powerful tool with great relevance to the real world, and in this context the pupils are encouraged to develop the skills and knowledge that will help them to cope outside the school environment. The emphasis on communicating, reasoning and problem-solving is at the heart of all the work done in the lessons. The potential contribution to the whole school curriculum is considerable, with the pupils using their mathematical skills and knowledge in various subjects throughout the school.

From Year 7 to Year 11 the pupils follow courses of study over four general headings: Using and Applying Maths; Number and Algebra; Shape and Space, and Handling Data. Each topic contains up to eight levels of progressively more difficult work. The pupils are formally assessed at 14 years (Key Stage 3) and at 16 years (Key Stage 4) with written examinations. Continuous assessment by the teacher is also carried out. It is expected that the Key Stage 4 examinations will give pupils a nationally recognised grade in Mathematics.

In years 7, 8 & 9 (KS3) the pupils work in small mixed ability classes. They follow the National Numeracy Strategy, which places the emphasis on class teaching with clear objectives. At the end of the Key Stage (Year 9) pupils take an ability related exam in the subject which gives them a formal level of their progress.

Years 10 and 11 pupils are preparing for a GCSE certificate or an Entry Level Certificate in the subject.

## **Science**

The Science department is committed to providing a broad, balanced, relevant, differentiated and high quality science education to all our pupils, throughout the age range of our school, from Early Years to KS4.

We aim to make the study of science fully inclusive, safe and enjoyable.

At present students at KS3 follow the Exploring Science scheme of work, which covers biology, chemistry, physics and thinking scientifically. This prepares pupils, and gives them the breadth of knowledge required to be successful at KS4. Students are assessed using end of topic tests and school assessment designed to build their using and applying skills.

At KS4 students follow a range of courses depending on their ability. Courses offered are IGCSE, GCSE (AQA Science A and Science B), and Entry Level Certificate.

## **ASDAN**

There are numerous ASDAN courses running throughout the school from KS2 through to KS4. ASDAN offers students the ability to develop life skills crucial for their well-being and development as young adults. Leading on from Stepping Stones in KS2, students study Key Steps as part of life skills at KS3 which offers a broad and balanced PSHCE and citizenship curriculum. At KS4 PSD (personal and social development) is offered. PSD helps students in becoming confident individuals who are physically, emotionally and socially healthy. The work done focuses on being responsible citizens who make a positive contribution to society and embrace change and learning to manage risk and improve their own wellbeing.

CoPE (Certificate of Personal Effectiveness) is a nationally recognised qualification that is offered at KS4. It promotes, and allows centres to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

ASDAN short courses are also available as part of KS4 Humanities.

## **Design and Technology**

Technology as a subject is connected with identifying problems, generating design ideas, making and evaluating products, systems and environments. It emphasises the importance of practical capability, developing skills for life. It also provides opportunities for pupils to develop their ability to make decisions, think analytically and be an innovative designer.

Technology as a discipline embraces the traditional focuses on the importance of the design process. The design strand runs through all areas of the subject, Graphic Design, Textiles Design, Resistant Materials, Systems and Control.

As a department all projects set involve cross curricular links to literacy, numeracy, Art and ICT.

At present the department teaches all areas of study laid out in the National Curriculum Key Stage 3.

In year 10, Key Stage 4, the department teaches Graphic Products at GCSE level. The course is made up of 2 elements, controlled assessment (60% of final grade) and external examination (40% of final grade). Vocational courses may be offered as an alternative such as BTEC or ASDAN.

The department is committed to moving forward and to utilise new technologies in education such as CAD/CAM ( computer aided design and manufacture) and to give our pupils every opportunity to develop their design skills.

## Computing

Computing is taught to pupils throughout the school. The development of Computing is changing everyday activities both at home and at work. The impact of Computing on the lives of individuals and on the economy will become even greater as the extent and range of its use increases. It is therefore essential that as pupils leave school they are equipped to take full advantage of the opportunities which Computing provides and to understand the effects of its use.

The school is equipped with Computing equipment and application software needed to conform to the requirements of the new 2014 Computing curriculum. Bamburgh is continually purchasing both quality hardware (computers, printers, control devices etc.) and software (applications, programs, web-based, CDs etc.) to make sure that pupils are able to take full advantage of the work done in Computing. The school's shared network system is fully operational and being used to the full.

At Key Stages 1 and 2 (ages 5 -11) the pupils are involved in computing work as part of their normal day-to-day lessons. The work involves: keyboard skills, algorithms, simple programming, computer networks, E-safety, use of technology and application packages both in and out of school, multimedia etc.

Key Stage 3 and 4 pupils cover the Computing requirements of the new 2014 computing Curriculum in a number of ways. In Years 7, 8 and 9 pupils receive one formal lesson of Computing per week. This lesson is essentially designed to give the pupils the skills to cope with cross-curricular Computing work around the school as well as giving them the opportunity to use "state of the art" equipment and functional applications to create programs, model data, understand Boolean logic and binary, computer hardware and device communication, data storage etc.

In years 10 and 11 students are currently completing a BTEC national course for Information Technology users. This course can be completed at various levels, from Entry Level 3 to Full Level 2 including Award, Certificate and Diploma levels. Depending on the level and amount of work completed, the qualification is equivalent to a range of between 1 to 3 GCSE s at A\* to G.

## French

All students in Key Stage 2 and 3 study a Modern Foreign Language (French) as is their entitlement under the National Curriculum. Most students continue into Key stage 4 and gain accreditation.

Linguistically, they work towards the four Attainment Targets:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

The learning needs of the individual child are considered as they develop their skills within the Attainment Targets.

At Bamburgh School, our aims of teaching a foreign language are for our children to:

- foster an interest in learning another language;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement at learning another language;
- explore their own cultural identities and those of others;
- stimulate creativity through activities such as singing, reciting rhymes and poems and experimenting creatively with language.

Socially, the aim is to encourage co-operation and tolerance both within the classroom and towards other cultures.

Enjoyment is a primary aim which will hopefully lead to a feeling of success and a development of self-esteem.

At Keystage 2, the South Tyneside Scheme of work is used as a basis for the children's learning in Modern Foreign Languages. This scheme is supplemented by other materials which are used to cater for the various needs and abilities of our students.

"Expo" provides a skeleton for the key Stage 3 course, but much supplementary material is provided to cater for the needs and talents of individual students.

In Key Stage 4 students may be prepared GCSE examinations, following the AQA specification. The book used is Nelson Thornes AQA French (Foundation and Higher). Alternatively students may be accredited via the AQA Entry Level Certificate for which a portfolio is prepared.

## Humanities

Through all Key Stages the core Humanities subjects of History, Geography and R.E are taught in line with the National Curriculum. Students study a wide range of subjects and aim to cover all aspects of the National Curriculum. Students are encouraged to be inquisitive and proactive learners, taking a critical and informed look at the world around them and develop an understanding of how the Humanities subjects play a part in their own lives.

In years 7, 8 and 9 students participate in the subject specific lessons, looking at History, Geography and R.E as independent subjects. In History students learn about a broad range of historical periods and events, enabling them to have a sense of the history on a local, national and global scale.

Throughout the Geography course in years 7, 8 and 9 students are encouraged to develop a clear understanding of the interaction of man with place, space and environment. Pupils are encouraged to ask the questions: Where? What? Why? And How?

During Religious Education in years 7, 8 and 9 pupils follow the Locally Agreed Syllabus for Religious Education. This enables pupils to gain an understanding of a range of local, national and global religions, developing a sound understanding of religion and the role it plays in people's lives.

In Years 10 and 11, pupils will either follow the AQA Humanities GCSE course, which covers aspects of Geography, History and R.E; or complete an ASDAN Short Course in History and R.E. The GCSE Humanities course is taken over 2 years and is assessed by means of coursework and 2 externally examined exam papers. The students taking the ASDAN course will complete a series of written and presentational challenges across the two years and submit a folder of evidence which is both internally and externally examined.

Throughout the Humanities programme here at Bamburgh School, pupils are engaged in a wide variety of interesting, challenging and rewarding topics. The Humanities Programme of Study, from years 7 to 11, encourages students to think critically, act responsibly and have respect, tolerance and understanding for the world around them.

## Physical Education

In accordance with National Curriculum guidelines all pupils participate in at least 2 hours of quality PE each week.

Physical Education throughout the school is adapted to cater for all disabilities; the personal development and well-being of the pupils being paramount.

We aim to give all pupils the opportunity to experience a vast range of sporting activities adapted according to age groups and pupil ability. Each scheme will be linked to the following areas:

Swimming	KS 1 and 2 - 6 week blocks twice a year. KS 4 PE linked to ASDAN 1 X 6 week block.
Cycling	
Invasion Games	Football, Hockey, Rugby, Basketball, Netball
Striking and Fielding Games	Cricket, Rounders
Net/Wall	Netball, Badminton, Volleyball, Tennis
Dance	Linked to themes, Street, Hip hop, Bollywood etc
Gymnastics	Balance, Travel and Flight, developing a sequence
Trampolining	
Athletics	Javelin, Shot-put, Discus and Track
Health Related Fitness	Learning about the importance of a Healthy Diet and Lifestyle. Participation in a range of Cardio and Muscle Toning activities.
Pupils are assessed against the National Curriculum Levels and work closely with the teacher when discussing their progress and setting their targets.	
Sports Leaders Award Level 1	Pupils create skills activities to target our Key Stage 1 and 2 pupils. Develop skills in coaching. Organise a Sports Event for Key Stage 1 and 2. Opportunities to lead on to Level 2 Award. Young Leaders Award.
Outdoor Pursuits Programme	Develop skills in Canoeing, Orienteering and problem solving. Certification in Climbing.

## Sports week

Pupils are involved in a variety of activities with some sessions led by qualified coaches including Fencing, Archery, Trampolining, Dance, Triathlon, Den Building, Multi Skills, Orienteering and

Rugby. Pupils also visit Whickham Thorns, where all sessions are led by qualified staff, including Snow Tubing, Rock Climbing, Problem Solving and Archery.

### **Sports Day**

All pupils and Staff are involved in the annual Sports Day. Pupils compete in various Athletic activities, and where necessary, activities are adapted to ensure all pupils are fully inclusive in the day.

### **Competitive Sport**

Pupils in KS 2- 4 are given the opportunity to participate in either competitive sport or taster sessions alongside other Special Needs Schools, through various organisations such as The Wanderers and specialist coaches. There is a wide range of activities including Multi Skills, Basketball, Swimming, Athletics, Table Cricket and Cross Country.

### **Residential Experience**

Every year, up to 32 pupils in KS3 and 4 will have the opportunity to visit to Thurston Outdoor Education Centre. Thurston is sited on the shores of Lake Coniston in the Lake District.

The aim of the residential experience is to enable pupils to develop skills and knowledge associated with the experiences provided whilst engaged in Outdoor Pursuits. General objectives are: to acquire understanding of the Thurston environment; to develop skills in handling information; personal and interpersonal qualities; planning resources and making decisions.

The pupils take part in sailing, canoeing, fell walking, climbing, orienteering and camping. They also assist in the day to day running of the centre.

The pupils keep a daily log in which they record their feelings, thoughts and experiences.

On return to school a display consisting of photographs, log books, and any other relevant artefacts is mounted.

## **Music**

Music is taught at Key Stage 3. As in all National Curriculum subjects each pupil is encouraged to express himself/herself at an appropriate level dependent on ability.

Throughout this period of study, pupils are introduced to a variety of classical and contemporary music. They are encouraged to listen to and develop an understanding of different musical styles. Assessment focuses on three areas: Listening, Performing and Composing.

The technical resourcing of this subject is constantly being expanded and updated and includes computer – aided facilities, electronic equipment and DJ equipment.

Music Technology programs are available in school, to be used both within and outside of the lessons.

At both Key Stage 3 and 4 pupils are given opportunities to perform throughout the year to audiences ranging from peer groups to parents.

At Key Stage 4 we offer pupils the option of completing a Music Technology Level 1 qualification.

## **Art & Design**

Art and Design is delivered across all Key Stages.

The aim of our delivery is that pupils' understanding and enjoyment of Art, Craft and Design should be developed through activities which bring together requirements from both Investigating and Making, and Knowledge and Understanding wherever possible.

Throughout years 7, 8 & 9 pupils will have the opportunity to explore a range of media and to develop skills in both two dimensional and three dimensional studies. Each year pupils will be involved in projects relating to Colour, Still Life, The Figure, Design and an Imaginative piece. Throughout each project they will gain an understanding of many artists and different cultures from the past to the present day.

Year 10 and 11 pupils will follow either the GCSE certification in Art and Design. Pupils will have the opportunity to work on projects relating to graphics, ceramics, fine art, photography and textiles. They will have opportunities to develop a project from initial ideas through to realisation whilst exploring and experimenting with a wide range of materials tools and techniques, whilst embarking on the work of different designers, learning about different art movements and the impact Art has on the society in which we live and how it is part of our everyday lives.

We are proud to celebrate the high standard of art work our pupils achieve, which is demonstrated through displays around school.

## Life Skills

Most senior pupils and some Primary pupils will study Life Skills at some time during their school career. The programme aims to help students, including those with disabilities to achieve as much independence as possible. They are encouraged to direct any help they need and to make their own decisions if they require assistance.

The emphasis is on the acquisition of practical everyday skills and an awareness of Health and Safety. Tasks are set according to the needs and capabilities of individual pupils.

The pupils in key stage 3 are working towards KEY STEPS AWARD accreditation which is an ASDAN course. The pupils complete a number of tasks potentially over 3 years, from year 7 to year 9 and receive certificates for every 35 hours of work.

Possible topics covered include:

- Basic cookery, Hygiene and Nutrition
- citizenship
- community involvement
- issues of identity
- personal and social values
- enterprise
- finance
- health and fitness
- environmental matters
- internationalism

Pupils also develop a wide range of skills which are important for their ability to learn effectively, but also valued by further education tutors and employers.

These skills are:

- working well with others
- improving your own learning
- problem solving
- literacy
- numeracy
- ICT

In Year 10 pupils will have opportunities to gain qualification in BTEC Home Cooking Skills, Level 1 and Level 2.

This is a practical course based on students learning Home Cooking Skills. It has been designed in collaboration with the Chef Jamie Oliver. Students will learn to use cooking skills to make home-cooked food that does not use pre-prepared ready-cooked food. They will also learn the value of passing on information about home cooking. The course will help students to realise how to cook great food that tastes amazing, how to save money and lead a happier healthier life.

You could find out more at [www.jamieshomecookingskills.com](http://www.jamieshomecookingskills.com)

## **Level 1 Foundation course**

To achieve the Edexcel BTEC Level 1 Award in Home Cooking Skills, learners must achieve one unit with a value of four credits.

Level 2 is equivalent to 23 points (GCSE short course)

To achieve the Edexcel BTEC Level 2 Award in Home Cooking Skills, learners must achieve one unit with a value of six credits.

Progression: Students who take this course can study further courses e.g. GCSE Hospitality and Catering or NVQ Catering.

Personal, Social and Health Education and Citizenship

The promotion of pupils' spiritual, moral, social and cultural development and preparation for the opportunities, responsibilities and experiences of life is integral to the whole curriculum of Bamburgh School. Reference is made to the National Curriculum Programme of Study for PSHE within which issues relating to the needs of the school are specified and addressed.

South Tyneside's Healthy School Standard supports the effective implementation of the National Curriculum framework, so the school, working with local partners and agencies can promote PSHE, Citizenship, drug education, emotional health, healthy eating, physical activity, safety and sex and relationship education.

Personal, Social, Health Education and Citizenship are delivered in discrete lesson time for senior pupils but also across the whole curriculum and through whole-school activities.

The following are examples of the many ways in which PSHE are delivered:

- Visitors from outside agencies (e.g. Fire Brigade, Environmental Health, RSPCA) are welcomed to the school.
- The Thurston Residential Experience
- Fund raising events (e.g. Fun Days, non-uniform days)
- Assemblies
- Public performances (e.g. Christmas concert in school, visit to care home for carol singing)
- Involvement with the Trans Age Project with Age Concern.
- School Clubs, which take place at lunchtime and Out of School Hours.
- Pupils are encouraged to take on responsibilities, for example:
  - As prefects and librarians
  - Senior pupils helping younger children at lunchtimes
  - Year 11 Christmas party for Early Years

We give pupils a voice via the School Council which meets half-termly with two representatives from each senior class and Mrs. Taylor. An agenda is issued, which representatives discuss with their class, before each meeting. Minutes are issued afterwards.

The School Newsletter shares information with pupils, staff, parents, governors and friends of Bamburgh School.

Examples of Citizenship topics are:

Bullying  
Racism and Discrimination  
Legal and Human Rights and Responsibilities  
The Citizen and the Law  
Democracy – local, national and European  
Environmental issues and global concerns  
The work of voluntary groups  
Current affairs and the media

For pupils with medical and emotional conditions a high profile needs to be given to health and to the development of independence. Examples of topics are:

Safety - In the home/outside  
Hygiene  
Child protection  
Nutrition and Dental Health  
Money Management  
Emotional Issues and feelings

Pupils are able to spend time reflecting on their achievements in PSHCE and to work towards completion of Progress Files in Year 11.

### **Sex Education**

In the Primary phase of the school teachers take a "truthful" and factual approach to questions related to Sex Education. Changes to the human body are discussed in year five but Sex Education is not formally addressed until KS3.

In the secondary phase of the school it is a statutory requirement for students to study reproduction as part of the KS3 science curriculum. This is covered in year seven. Parents will be informed when this topic is about to be covered. The topic covers all areas of reproduction including external and internal fertilisation, sexual and asexual reproduction. Areas of sexual reproduction covered include the production of sex cells, male and female reproductive organs, sexual intercourse, the menstrual cycle, development of a foetus, birth and puberty. All lessons are taught in a sensitive manner to suit the cognitive age and ability of the class. In some cases students will be taken out of class to study on a one to one basis with a member of staff where they can combine PSHCE and science at the same time. This will be discussed with parents if it is deemed appropriate for lessons to be approached in this manner.

Moral issues of a more sensitive nature are covered by the PSHCE curriculum. Parents have a right to withdraw their children from this part of the programme.

On occasion outside agencies are involved with the delivery of this topic, including South Tyneside Sexual Health Team. Parents will be informed if agencies are to be involved in delivering lessons to their child.

### **Substance Education**

We aim to provide all pupils with accurate information about substance use and misuse, to help our pupils clarify the attitudes and values which influence health choices and to promote the acquisition of healthy patterns of behaviour.

In the infant and junior phase of the School, pupils are informed about the dangers of household substances. Substances are taught as part of science at Key Stages 3 and 4 in accordance with the National Curriculum. Topics include the effects of drugs on the body and nervous system (recreational and medicinal) at KS3 and the use and abuse of drugs at KS4. Alcohol, smoking and substance abuse is also discussed as part of the ASDAN Key Steps programme in Life Skills at KS3.

### **The Literacy Enrichment Area**

The 'Bamburgh Magic' begins the moment you enter our Literacy Enrichment Area. This area has evolved from the original library in order to facilitate the introduction of the Renaissance Reading Programme which was recently introduced and which uses a wide range of books that have been carefully levelled to suit all reading abilities. We have some wonderful features to entice our younger readers, who are welcomed by the Giant's boot from Jack and the Beanstalk, the Candy Cottage from Hansel and Gretel and our huge friendly penguin from Happy Feet.

This is a warm, inviting environment where pupils from every key stage are very keen to come and read. This room has become an integral part of our reading lessons. This calm, cosy, colourful environment has encouraged our children to want to read and experience the wonderful world of literature. Currently, further work is being done to produce a range of topic boxes to support the new primary curriculum.

Displays relating to particular curriculum areas: seasons, festivals, other countries and cultures and environmental interests are often mounted.

## **Work-related Learning**

Work-related learning is an important aspect of the school curriculum although it is not taught as a discrete subject. Instead, the skills needed for moving on from school are an integral part of the whole school curriculum.

Students are actively involved in a range of fund-raising activities, supporting many charities whilst using practical, financial and team-building skills.

A team of enthusiastic volunteers supports a small horticultural project which has been running for several years and is very popular with the students, teaching them a wide range of skills.

All Y10 students complete one week's work experience during the summer term and this is almost invariably a very positive experience, with employers giving very positive feedback. The Duke of Edinburgh Award scheme remains very popular. The Bronze Award is split into four sections: Physical, Skill, Service and Exploration, giving pupils opportunities to gain experience and skills in a range of activities including bowling, ice skating, golf, swimming, trampoline, bodyzone exercise and climbing. The Exploration element of the award has been fulfilled via residential visits and camping trips to Kielder and The Lake District.

## **Careers Guidance/Work Experience**

Sarah Goodwin works in conjunction with the School in offering careers advice to senior pupils. The first formal contact occurs at the Transition Review Meeting where professionals, parents and pupils meet to consider their contribution to the process of transition between school and college/training/work.

A careers specific interview is offered to all Year 10 and Year 11 pupils. As a result of this interview each Pupil receives an Individual Action Plan outlining decisions made and strategies to be adopted. This can be updated or revised at any time if the pupil requires further advice.

Sarah Goodwin and the Work-Related Learning Coordinator provide careers advice for all Years 9, 10, 11, both informally on request, and formally during PSHCE. Visits to local colleges and careers exhibitions are arranged on a regular basis; All Year 10 pupils undertake a one – week placement experience during the summer term.

Careers Literature and related materials are available in the Secondary work area and from the Careers Service. Materials relating to the world of work are available across all four Key Stages.

Sarah Goodwin is based at Chuter Ede and can be contacted on 0191 5360515.

## **Concerns about the Curriculum**

If parents have a concern about the National Curriculum or provision of RE and collective worship or if they wish to make a complaint, a copy of the Bamburgh School Policy is available from the School Office

## **National Curriculum Assessments and Public Examinations**

Because of the complex and diverse variety of conditions and circumstances of our pupils the year-by-year variation in results is likely to be considerable.

We are constantly working with the children, monitoring and assessing their capabilities so that they are entered for appropriate accreditation, following discussions with pupils and parents at parent interviews.

The School has gained several prestigious awards:

South Tyneside and National Healthy School Standard  
Enterprise in Education Business Award  
Quality Mark for work-related learning